



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 12461694
SAU: MSAD 52
School: Turner Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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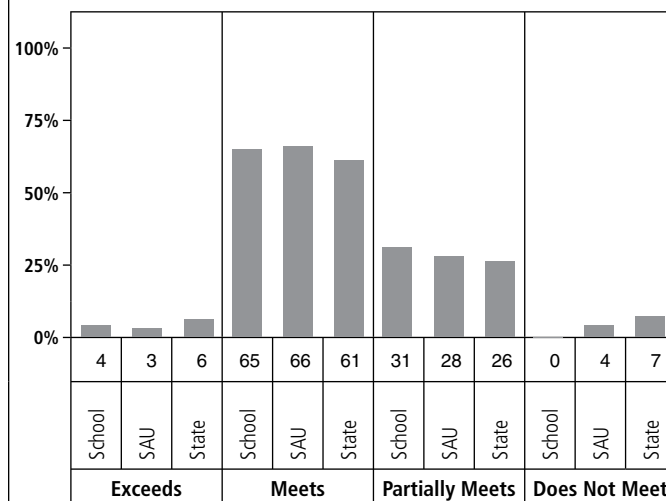
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: MSAD 52
School: Turner Elementary School

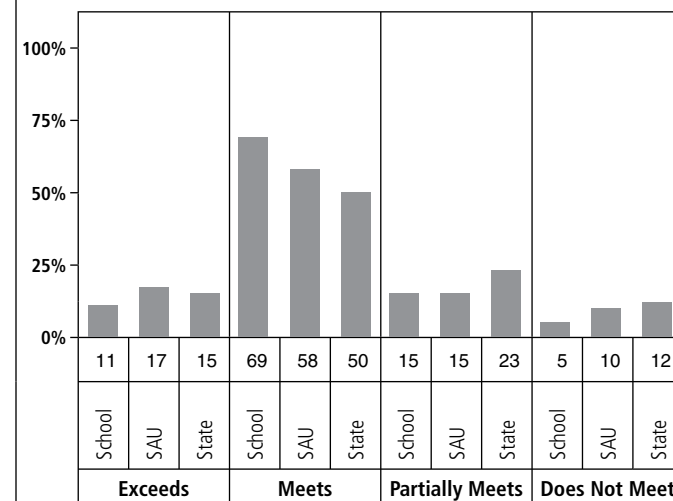
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	541	541	544
2007–2008	542	541	545
2008–2009	547	546	546
Cum. Avg.*	543	543	545
Mathematics			
2006–2007	547	546	546
2007–2008	547	545	546
2008–2009	550	549	547
Cum. Avg.*	548	547	546
Science			
2008–2009 **	546	544	543

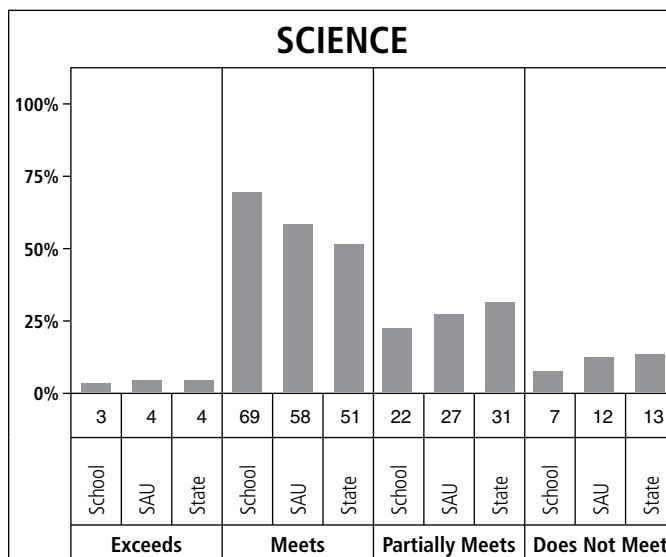
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: MSAD 52
School: Turner Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	74	100	166	100	14212	100	74	100	166	100	14135	100	74	100	166	100	14144	100	74	100	166	100	14137	100
Ethnicity African American/Black	0	0	2	1	397	3	0	0	2	100	388	98	0	0	2	100	393	99	0	0	2	100	389	98
American Indian or Native Alaskan	0	0	2	1	110	1	0	0	2	100	110	100	0	0	2	100	110	100	0	0	2	100	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	4	5	5	3	175	1	4	100	5	100	172	99	4	100	5	100	172	99	4	100	5	100	173	99
Caucasian/White	70	95	157	95	13271	93	70	100	157	100	13212	100	70	100	157	100	13211	100	70	100	157	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	10	14	39	23	2479	17	10	100	39	100	2454	100	10	100	39	100	2455	100	10	100	39	100	2451	99
Current LEP	4	5	4	2	374	3	4	100	4	100	359	96	4	100	4	100	370	99	4	100	4	100	366	98
Economically disadvantaged	26	35	59	36	5848	41	26	100	59	100	5815	100	26	100	59	100	5819	100	26	100	59	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	59	80	125	75	10849	76	59	80	124	75	10872	76	59	80	125	75	10976	77
Identified disability (PET/IEP)	1	2	4	3	298	3	0	0	2	2	307	3	1	2	4	3	338	3
LEP	2	3	2	2	170	2	2	3	2	2	169	2	2	3	2	2	177	2
504 plan	1	2	1	1	123	1	1	2	1	1	121	1	1	2	1	1	126	1
Participation with accommodations	15	20	35	21	3122	22	15	20	40	24	3124	22	15	20	39	23	3019	21
Identified disability (PET/IEP)	9	60	29	83	1992	64	10	67	35	88	2000	64	9	60	33	85	1971	65
LEP	2	13	2	6	184	6	2	13	2	5	196	6	2	13	2	5	184	6
504 plan	1	7	1	3	84	3	1	7	1	3	86	3	1	7	1	3	81	3
Other	5	33	5	14	907	29	4	27	4	10	886	28	5	33	5	13	826	27
Participation through alternate assessment (PAAP)	0	0	6	4	164	1	0	0	2	1	148	1	0	0	2	1	142	1
Identified disability (PET/IEP)	0	0	6	100	164	100	0	0	2	100	148	100	0	0	2	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 52
School: Turner Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	2	2	3	2	702	5
	2007-2008	2	2	4	2	659	5
	2008-2009	3	4	4	3	836	6
	Cum. Total*	7	3	11	2	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	44	48	86	47	7730	55
	2007-2008	46	55	80	48	8195	58
	2008-2009	48	65	105	66	8495	61
	Cum. Total*	138	56	271	53	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	29	32	60	33	4182	30
	2007-2008	23	28	58	35	3800	27
	2008-2009	23	31	45	28	3667	26
	Cum. Total*	75	30	163	32	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	16	18	35	19	1419	10
	2007-2008	12	14	26	15	1362	10
	2008-2009	0	0	6	4	973	7
	Cum. Total*	28	11	67	13	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	31.7	66.0	30.8	64.2	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	15.1	62.9	14.9	62.1	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	16.6	69.2	15.9	66.3	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 52
 School: Turner Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	74	3	4	48	65	23	31	0	0	547	160	3	66	28	4	546	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										2						381	2	44	31	23	540
American Indian or Native Alaskan	0										2						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	4										5	20	40	40	0	548	166	4	54	32	10	543
Caucasian/White	70	3	4	46	66	21	30	0	0	547	151	2	66	28	4	545	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	3	30	7	70	0	0	539	33	0	18	70	12	536	2290	0	29	47	23	537
No	64	3	5	45	70	16	25	0	0	548	127	3	78	17	2	548	11681	7	67	22	4	548
Current LEP																						
Yes	4										4						354	1	35	34	30	538
No	70	3	4	46	66	21	30	0	0	547	156	3	66	28	4	546	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	26	1	4	15	58	10	38	0	0	544	56	4	54	34	9	543	5716	2	51	35	12	542
No	48	2	4	33	69	13	27	0	0	548	104	2	72	25	1	547	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	74	3	4	48	65	23	31	0	0	547	160	3	66	28	4	546	13963	6	61	26	7	546
Gender																						
Female	36	2	6	24	67	10	28	0	0	547	72	3	65	29	3	546	6882	8	62	24	6	547
Male	38	1	3	24	63	13	34	0	0	546	88	2	66	27	5	546	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	21	0	0	12	57	9	43	0	0	544	32	0	63	38	0	545	1914	1	41	44	14	540
No	53	3	6	36	68	14	26	0	0	548	128	3	66	26	5	546	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	74	3	4	48	65	23	31	0	0	547	160	3	66	28	4	546	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 52
School: Turner Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										1	0	0	100	0	538	4	2	40	34	24	540
B. less than one hour	78	3	5	38	66	17	29	0	0	547	79	3	68	25	4	546	70	6	63	26	6	546
C. one to two hours	22	0	0	10	63	6	38	0	0	546	18	0	55	41	3	544	24	7	61	26	6	546
D. more than two hours	0										3	0	75	25	0	548	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	31	2	9	17	74	4	17	0	0	551	36	3	81	14	2	549	36	10	67	18	5	549
B. good	43	1	3	22	69	9	28	0	0	546	45	3	63	29	6	545	47	5	62	27	6	546
C. fair	23	0	0	8	47	9	53	0	0	543	16	0	40	56	4	542	15	2	47	40	12	541
D. poor	3	0	0	1	50	1	50	0	0	541	3	0	60	40	0	542	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	26	1	5	11	58	7	37	0	0	548	27	5	70	26	0	548	31	9	65	20	5	548
B. They match some of what I have learned.	59	2	5	32	73	10	23	0	0	548	55	2	73	22	3	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	15	0	0	5	45	6	55	0	0	542	18	0	36	54	11	539	10	3	45	38	14	542
D. There is no match.	0										1	0	100	0	0	548	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	25	0	0	15	83	3	17	0	0	547	23	3	64	25	8	544	16	3	49	32	15	542
B. about the same as my regular schoolwork	56	2	5	23	56	16	39	0	0	546	59	2	66	29	3	546	64	7	63	25	5	547
C. easier than my regular schoolwork	19	1	7	9	64	4	29	0	0	548	18	4	68	29	0	547	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	12	0	0	5	56	4	44	0	0	542	13	0	50	40	10	540	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	46	0	0	23	68	11	32	0	0	545	48	1	65	29	5	544	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	42	3	10	20	65	8	26	0	0	550	39	5	73	23	0	549	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	20	2	13	9	60	4	27	0	0	548	21	9	64	21	6	547	20	10	64	21	5	548
B. 20 minutes to an hour	53	1	3	28	72	10	26	0	0	549	60	1	72	24	3	546	56	7	65	24	5	547
C. less than 20 minutes	14	0	0	6	60	4	40	0	0	544	10	0	44	56	0	542	10	3	52	33	12	543
D. I rarely read at home.	14	0	0	5	50	5	50	0	0	542	9	0	53	40	7	542	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	19	0	0	3	21	11	79	0	0	541	13	0	15	80	5	539	25	3	53	33	11	543
B. six to ten pages	16	0	0	8	67	4	33	0	0	543	17	0	62	35	4	542	26	6	61	26	7	546
C. eleven or more pages	64	3	6	36	77	8	17	0	0	550	71	4	76	16	4	548	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										40	0	50	50	0	540						
B.	0										20	0	0	0	100	528						
C.	100	0	0	0	0	1	100	0	0	538	40	0	50	50	0	540						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 52
School: Turner Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	12	13	27	15	1711	12
	2007-2008	11	13	16	10	1617	12
	2008-2009	8	11	28	17	2119	15
	Cum. Total*	31	13	71	14	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	45	49	75	41	6778	48
	2007-2008	45	54	86	51	7284	52
	2008-2009	51	69	95	58	7046	50
	Cum. Total*	141	57	256	50	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	22	24	56	30	3884	28
	2007-2008	16	19	44	26	3341	24
	2008-2009	11	15	24	15	3193	23
	Cum. Total*	49	20	124	24	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	12	13	26	14	1683	12
	2007-2008	11	13	22	13	1778	13
	2008-2009	4	5	17	10	1638	12
	Cum. Total*	27	11	65	13	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	27.9	58.1	27.1	56.5	25.5	53.1
A. Number	18	38	11.6	64.4	10.8	60.0	9.8	54.4
B. Data	10	21	5.3	53.0	5.4	54.0	5.2	52.0
C. Geometry	10	21	5.0	50.0	5.0	50.0	4.7	47.0
D. Algebra	10	21	6.0	60.0	5.9	59.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 52
 School: Turner Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	74	8	11	51	69	11	15	4	5	550	164	17	58	15	10	549	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										2						385	6	35	28	30	537
American Indian or Native Alaskan	0										2						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	4										5	0	80	20	0	547	166	9	43	31	17	543
Caucasian/White	70	8	11	48	69	10	14	4	6	551	155	17	57	15	11	549	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	4	40	4	40	2	20	542	37	0	41	27	32	536	2307	3	32	32	33	536
No	64	8	13	47	73	7	11	2	3	552	127	22	63	11	4	553	11689	17	54	21	8	549
Current LEP																						
Yes	4										4						365	5	33	30	32	536
No	70	8	11	48	69	10	14	4	6	551	160	18	58	14	11	549	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	26	2	8	15	58	5	19	4	15	546	58	12	50	17	21	544	5731	7	46	29	18	542
No	48	6	13	36	75	6	13	0	0	553	106	20	62	13	5	552	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	74	8	11	51	69	11	15	4	5	550	164	17	58	15	10	549	13988	15	50	23	12	547
Gender																						
Female	36	5	14	23	64	5	14	3	8	549	73	14	58	14	15	547	6889	14	51	23	12	546
Male	38	3	8	28	74	6	16	1	3	551	91	20	58	15	7	551	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	21	0	0	16	76	4	19	1	5	548	32	6	75	13	6	548	1918	3	39	36	22	539
No	53	8	15	35	66	7	13	3	6	551	132	20	54	15	11	549	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	74	8	11	51	69	11	15	4	5	550	164	17	58	15	10	549	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 52
School: Turner Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										1	0	100	0	0	544	4	8	38	26	28	539
B. less than one hour	78	7	12	39	67	8	14	4	7	550	77	19	57	15	9	550	70	15	52	23	10	547
C. one to two hours	22	1	6	12	75	3	19	0	0	552	19	10	61	16	13	547	24	15	51	23	11	547
D. more than two hours	0										3	20	40	0	40	542	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	41	5	17	21	70	2	7	2	7	554	38	32	52	10	6	554	34	28	50	14	8	552
B. good	34	3	12	18	72	3	12	1	4	550	43	11	63	14	11	547	45	11	54	24	10	546
C. fair	24	0	0	12	67	5	28	1	6	546	18	0	62	21	17	543	18	3	45	33	19	540
D. poor	1	0	0	0	0	1	100	0	0	540	1	0	50	50	0	547	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	28	3	14	13	62	4	19	1	5	550	33	35	52	9	4	555	38	22	52	19	7	550
B. They match some of what I have learned.	58	5	12	33	77	4	9	1	2	552	53	9	66	15	9	548	48	12	53	24	11	546
C. They match just a little of what I have learned.	12	0	0	4	44	3	33	2	22	542	12	0	45	25	30	538	11	6	40	30	24	540
D. There is no match.	1	0	0	1	100	0	0	0	0	542	2	33	33	0	33	543	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	15	1	9	5	45	4	36	1	9	547	17	7	36	32	25	540	17	7	42	30	21	540
B. about the same as my regular schoolwork	55	5	13	28	70	5	13	2	5	550	62	19	62	10	9	550	64	15	53	23	10	547
C. easier than my regular schoolwork	30	2	9	17	77	2	9	1	5	552	21	21	65	12	3	554	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	1	50	0	0	1	50	535	4	0	33	17	50	534	7	6	39	27	27	539
B. 30–45 minutes	24	0	0	16	89	2	11	0	0	548	20	6	67	12	15	544	28	9	49	28	15	544
C. 45–60 minutes	59	5	11	28	64	8	18	3	7	550	57	18	58	16	8	550	41	17	53	21	9	548
D. more than 60 minutes	14	3	30	6	60	1	10	0	0	558	19	29	55	10	6	555	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	4	1	33	1	33	1	33	0	0	550	3	20	40	20	20	541	6	14	43	24	20	543
B. two or three days a week	41	2	7	24	80	3	10	1	3	551	36	14	66	10	10	550	24	17	52	21	10	548
C. two or three times each month	43	4	13	19	59	6	19	3	9	548	37	18	62	13	7	550	33	17	52	21	9	548
D. never or almost never	12	1	11	7	78	1	11	0	0	555	24	21	44	21	15	547	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	35	3	12	17	65	4	15	2	8	549	29	17	54	17	13	548	23	13	47	26	15	545
B. two or three days a week	32	2	8	17	71	4	17	1	4	550	32	19	54	15	12	550	31	17	52	21	10	548
C. two or three times each month	30	3	14	15	68	3	14	1	5	552	29	17	67	10	6	550	27	17	52	21	10	548
D. never or almost never	3	0	0	2	100	0	0	0	0	556	9	13	60	13	13	548	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										33	50	50	0	0	552						
B.	0										33	0	0	50	50	531						
C.	100	0	0	1	100	0	0	0	0	546	33	0	100	0	0	548						
D.	0										0											

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N = Number

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 52
School: Turner Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	2	3	6	4	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	51	69	95	58	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	16	22	44	27	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	5	7	19	12	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	30.7	64.0	29.5	61.5	29.2	60.8
D. The Physical Setting	24	50	13.5	56.3	13.0	54.2	12.9	53.8
E. The Living Environment	24	50	17.3	72.1	16.5	68.8	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 52
School: Turner Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	74	2	3	51	69	16	22	5	7	546	164	4	58	27	12	544	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										2						382	2	31	32	35	535
American Indian or Native Alaskan	0										2						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	4										5	0	60	20	20	544	167	1	40	37	22	539
Caucasian/White	70	2	3	49	70	15	21	4	6	546	155	3	57	28	12	543	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	3	30	6	60	1	10	541	37	0	24	49	27	535	2309	2	29	39	29	536
No	64	2	3	48	75	10	16	4	6	546	127	5	68	20	7	546	11686	5	56	30	10	545
Current LEP																						
Yes	4										4						361	1	23	32	44	533
No	70	2	3	49	70	15	21	4	6	546	160	4	58	27	11	544	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	26	2	8	13	50	7	27	4	15	543	58	5	47	31	17	541	5729	2	42	37	20	539
No	48	0	0	38	79	9	19	1	2	547	106	3	64	25	8	545	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	74	2	3	51	69	16	22	5	7	546	164	4	58	27	12	544	13987	4	51	31	13	543
Gender																						
Female	36	2	6	23	64	8	22	3	8	546	73	4	52	27	16	542	6886	4	49	33	14	542
Male	38	0	0	28	74	8	21	2	5	546	91	3	63	26	8	545	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	21	0	0	13	62	8	38	0	0	543	32	3	59	31	6	543	1917	1	31	41	28	536
No	53	2	4	38	72	8	15	5	9	547	132	4	58	26	13	544	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	74	2	3	51	69	16	22	5	7	546	164	4	58	27	12	544	13545	4	51	32	13	543

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SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 52
School: Turner Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										1	0	0	100	0	540	4	2	37	35	25	538
B. less than one hour	78	2	3	39	67	12	21	5	9	546	77	5	60	24	12	544	70	4	53	31	12	544
C. one to two hours	22	0	0	12	75	4	25	0	0	545	19	0	58	29	13	541	24	5	51	31	12	544
D. more than two hours	0										3	0	20	80	0	540	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	12	0	0	7	78	2	22	0	0	548	19	3	55	29	13	543	26	7	56	26	11	545
B. good	68	2	4	34	68	11	22	3	6	546	58	5	61	26	7	545	53	4	53	31	11	544
C. fair	19	0	0	9	64	3	21	2	14	543	19	0	55	26	19	541	18	2	41	39	17	540
D. poor	1	0	0	1	100	0	0	0	0	558	4	0	50	17	33	540	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	20	0	0	9	60	5	33	1	7	542	28	2	69	24	4	545	23	5	56	28	11	544
B. They match some of what I have learned.	50	1	3	24	65	9	24	3	8	545	46	5	49	27	19	542	48	5	52	31	12	544
C. They match just a little of what I have learned.	27	1	5	16	80	2	10	1	5	548	22	3	61	31	6	545	23	4	49	33	14	543
D. There is no match.	3	0	0	2	100	0	0	0	0	557	4	0	71	14	14	544	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	23	0	0	11	65	5	29	1	6	544	24	3	66	16	16	544	23	5	48	31	16	543
B. about the same as my regular schoolwork	54	2	5	25	63	10	25	3	8	544	58	5	53	32	10	543	58	4	52	32	12	543
C. easier than my regular schoolwork	23	0	0	15	88	1	6	1	6	550	18	0	72	14	14	545	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	31	0	0	13	57	7	30	3	13	540	25	0	60	25	15	541	33	5	51	31	14	543
B. a few times a week	43	1	3	23	72	7	22	1	3	548	52	6	54	29	11	545	45	4	52	32	11	544
C. once a week	11	0	0	6	75	1	13	1	13	544	7	0	55	27	18	541	8	4	50	30	16	542
D. a few times a month	15	1	9	9	82	1	9	0	0	550	17	4	70	19	7	546	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	58	1	2	27	63	12	28	3	7	544	48	5	53	32	10	543	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	4	0	0	2	67	1	33	0	0	549	7	0	50	33	17	542	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	32	1	4	19	79	2	8	2	8	548	37	2	68	20	10	545	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	5	0	0	3	75	1	25	0	0	549	7	8	50	17	25	541	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	41	1	3	16	53	12	40	1	3	544	35	4	49	40	7	543	47	4	51	32	12	543
B. a few times a month	31	1	4	18	78	2	9	2	9	547	34	7	64	16	13	545	27	5	54	30	11	544
C. once a month	12	0	0	6	67	1	11	2	22	544	15	0	67	17	17	544	10	5	49	30	15	543
D. never or almost never	16	0	0	11	92	1	8	0	0	548	17	0	59	26	15	542	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	38	1	4	14	50	11	39	2	7	544	37	5	45	38	12	542	46	4	52	32	12	543
B. a few times a month	30	0	0	15	68	5	23	2	9	545	25	5	63	23	10	545	28	5	53	30	12	544
C. once a month	18	1	8	11	85	0	0	1	8	548	23	3	62	24	11	545	11	4	47	34	15	542
D. never or almost never	15	0	0	11	100	0	0	0	0	549	16	0	77	8	15	544	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										33	0	50	50	0	538						
B.	0										33	0	0	50	50	527						
C.	100	0	0	0	0	1	100	0	0	536	33	0	0	100	0	534						
D.	0										0											

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